



English Language Learning (ELL) Policy

2024-2026

Al Furjan
Dubai, United Arab Emirates

We aspire to be an inclusive, world class school of choice for parents in Dubai, where every student is happy, positive and thriving academically, socially and emotionally.

T: +971 4 559 9700 | info@arcadiaglobal.sch.ae | <https://arcadiaglobal.sch.ae> | PO BOX No. 391858

ALTRUISM **R**ESPECT **C**OMPASSION **A**SPIRATION **D**ETERMINATION **I**NTEGRITY **A**DVENTURE
GRIT **L**IFELONG **O**PTIMISM **B**RAVERY **A**LACRITY **L**EARNING



Purpose

This policy outlines the aims, objectives, and strategies of The Arcadia Global School (AGS) in meeting the needs and celebrating the linguistic diversity of ELL pupils. Our teachers work to ensure that all ELL pupils achieve linguistic and academic success and transition smoothly between educational settings. The term ELL refers to pupils who require additional English language support to access the curriculum.

The responsibility for implementing this policy lies with the ELL Leader, in collaboration with the Inclusion Leads, Senior Leadership Team (SLT), Vice Principal and Principal.

AGS ensures evidence-based instructional strategies are employed to meet diverse learner needs. The school adopts a data-driven approach to monitor progress and make informed instructional decisions.

Aims

- To support all ELL pupils in overcoming language barriers to fully access and engage with the curriculum.
- To value and integrate the cultural, linguistic, and educational experiences that ELL pupils bring to the school.
- To provide differentiated, research-based strategies that develop social, academic, and cognitive language proficiency.
- To ensure ELL pupils become confident and fluent in speaking, listening, reading, and writing in English while maintaining their cultural and linguistic identity.
- To encourage ELL pupils to practice, extend, and apply their English language skills in meaningful contexts.
- To foster strong home-school partnerships, engaging parents in supporting language acquisition and academic development.

Objectives

- To be able to assess the skills and needs of pupils with ELL and to give appropriate provision in small groups, one-to-one interventions or in mainstream push-in support sessions.
- To implement a structured English language development program based on international best practices.
- To ensure ELL pupils' self-esteem and confidence by recognising their skills in their native languages.

- To train all teachers in ELL pedagogy, equipping them with the skills and resources necessary for inclusive instruction.
- To monitor pupils' progress termly through their Individual Language Plan (ILP) in order to make decisions about classroom management and curriculum planning.

Language Acquisition Theories in Use

ELL instruction at AGS is informed by contemporary research and cognitive-based approaches to second language acquisition. We implement:

- The WIDA English Language Development Framework to assess both social and academic English proficiencies.
- Cummins' Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) model to tailor language support.
- A structured phonics and morphology programme to enhance early literacy development (Read, Write Inc Program).
- Computer-Assisted Language Learning (CALL) strategies, supporting adaptive, interactive, and independent learning.
- Sociocultural Theory (Vygotsky) – Emphasising peer interactions and scaffolding to accelerate language development.
- Translanguaging Approaches – Allowing strategic use of pupils' home languages to enhance comprehension and engagement.

Identifying and Supporting ELL Pupils

At Arcadia, ELL learners are assessed at the earliest opportunity using WIDA, which assesses both social and academic English language proficiencies.

Following the assessment, the ELL learners are identified and grouped according to their linguistic needs, whether they are basic communicative needs (BICS: Basic Interpersonal Communication Skills) or age-appropriate academic needs (CALP: Cognitive Academic Language Proficiency).

ELL learners are identified as follows:

ELL-Beginner (ELL-B)	<p>Learners with no English or very basic language skills</p> <p>Learners who score 0.0 → 2.9 in any of the WIDA Assessments</p> <p>Learners who need to secure their BICS</p>
ELL-Advanced (ELL-A)	<p>Learners who have secured their BICS</p> <p>Learners who have advanced and developed their English but still need support</p> <p>Learners who score 3.0 → 4.9 in any of the WIDA Assessments</p> <p>Learners who are in the process of developing their CALP</p>
ELL-Independent (ELL-I)	<p>Learners who have developed an equal competency level as same as their peers</p> <p>Learners who do not need significant support in accessing the curriculum</p> <p>Learners who score 5.0 and above in any of the WIDA Assessments</p> <p>Independent learners of English who have secured their age-appropriate CALP</p>

The identification process is finalised by creating an Individual Language Plan (ILP) for every ELL-B and ELL-A learner according to their year grouping (see Appendix 1). ILPs are generated to tailor the ELL provision that fits the individual needs of ELL-B and ELL-A learners, while ELL-I learners' progress and attainment are monitored for one full academic year to secure their English proficiency level.

ILPs to include the following information:

1. **Personal information** about the learner, such as name, date of birth, languages spoken, CAT4 results (where applicable) and date of joining Arcadia.
2. **WIDA assessment report** and a brief description of the learner's proficiency level, along with what the learner "can do" and what the learner's "next step targets" are.

3. **Type of support required** to help the learner achieve language goals using S.M.A.R.T criteria.

The Specialist ELL Teacher contacts the parents and meets the classroom teacher to discuss their child's ILP. ILPs are to be reviewed at the end of every term following the assessment cycle below:

First step	Beginning of the Academic Year/ Start with the school	Review the previous year's ILP WIDA Screener to be used if needed
Second step	End of term 1	WIDA MODEL (writing task 1 as per year group) Review current ILP
Third step	End of term 2	WIDA MODEL (writing task 2 as per year group) Review current ILP
Fourth step	End of term 3	WIDA MODEL (writing task 3 as per year group) Review current ILP

Students who are not identified during the admission process can be referred by classroom teachers for an ELL Assessment using the ELL Referral Form (see Appendix 2) to ensure the student's eligibility for the ELL provision. This can happen at any time of the academic year.

ELL Provision

The ELL Provision is given in one or all of the following three forms according to the learners' needs and the outcomes of the WIDA Assessment: in-class support (push-ins); out-of-class interventions (pull-outs); and 1-to-1 sessions. It is also designed to develop the English language proficiency levels that focus on:

- Phonology: the sound system of English
- Morphology: the forms and formation of words

- Syntax: the rules and structure of the English language
- Semantics: the meaning of language including general vocabulary and academic terminology
- Language functions: the purpose of the use of specific language
- Pragmatics: the appropriate use of the English language in various contexts

In order to adapt and adjust with the ELL learners' language development, the ELL provision changes with every assessment cycle and ILP review. Dates are as shown in the figure above.

ELL Intensive Programme

The Arcadia Intensive ELL Programme is designed for absolute beginners (e.g. ELLB) who join the school at any time of the academic year. It serves as an introduction to the English language, attending to its phonetical, morphological, syntactical, semantic and pragmatic features in order to lay a sound foundation for acquiring the language, where:

- Both elements of the language (grammar and vocabulary) to be integrated in every session.
- Both grammar and vocabulary are taught purposefully to be used in developing reading, writing, listening and speaking skills.
- A foundational, intensive phonics programme of letters and sounds to be implemented once every week to ensure the efficacy of writing and reading skills.

Exit Criteria from ELL Provision

The WIDA Can Do Descriptors are properly aligned according to our ELL learners' academic identification (see the table below). If students score 5.0 or above in any of the WIDA assessments, this means that they are Independent ELL learners and not eligible for the designed ELL programme. However, those learners will be monitored for one full academic year to ensure the steadiness of their language development. This is done by checking their mainstream class results at the end of every term. Once the students have successfully passed the year at the expected academic level of their year group, their names will be taken off the ELL register.

Academic Identification	WIDA Assessment Score	WIDA Level	Level Descriptor
ELL Beginner ELL-B	0.0 → 2.9	1	Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
		2	Emerging – Knows and uses some social English and general academic language with visual and graphic support
ELL Advanced ELL-A	3.0 → 4.9	3	Developing – Knows and uses social English and some specific academic language with visual and graphic support
		4	Expanding – Knows and uses social English and some technical academic language
ELL Independent ELL-I	5.0 → 6.0 (no ceiling)	5	Bridging – Knows and uses social English and academic language working with grade level material
		6	Reaching – Knows and uses social and academic language at the highest level measured by this test

Students of Determination (SofD) & Exceptional Learners (EL)

ELL pupils are not regarded as students of determination; however, should SofD and/or EL be identified, ELL pupils have equal access to the school's provision, that's additional to and different from ELL provision.

Early Years Foundation Stage Provision for ELL Pupils

In the Early Years Foundation Stage, the School Curriculum helps ELL pupils by:

- Building on children's experiences of language at home and in the wider community so that their developing use of English, as well as other languages, support each other in enabling children to be confident speakers.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- The daily repetition of stories and rhymes offers time for children to absorb a rich experience of spoken English.

Policy Implemented: August 2023

Policy Reviewed Date: July 2024

Next Review: July 2026

Policy Responsibility: Inclusion Lead and ELL Leader

Appendix 1: ILP SAMPLE



ELL - English Language Learner Individual Language Plan (ILP)

Name of Student:		Language(s):			
Class / Class Teacher:		CAT4: <i>(if applicable)</i>	Mean: 103	Verbal: 91	Non-Verbal: 107
EAL B/A/I:	I	Date of joining Arcadia:	August 2023		

Description of WIDA Proficiency Levels		Student's Scores	Term 1	Term 2	Term 3
1	Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support	Language domain scores	Proficiency	Proficiency	Proficiency
2	Emerging – Knows and uses some social English and general academic language with visual and graphic support	Listening	6		
3	Developing – Knows and uses social English and some specific academic language with visual and graphic support	Reading	6		
4	Expanding – Knows and uses social English and some technical academic language	Writing	4		
5	Bridging – Knows and uses social English and academic language working with grade level material	Speaking	6		
6	Reaching – Knows and uses social and academic language at the highest level measured by this test	Overall	5		



Baseline WIDA Assessment What Can STUDENT NAME Do?					
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	L1.1 Match oral language to classroom and everyday objects. L1.2 Point to stated pictures in context. L1.3 Respond nonverbally to oral commands or statements (ex: through physical movement). L1.4 Find familiar people and places named orally.	L2.1 Sort pictures or objects according to oral instructions. L2.2 Match pictures, objects or movements to oral descriptions. L2.3 Follow one-step oral directions (ex: "stand up", "sit down"). L2.4 Identify simple patterns described orally. L2.5 Respond with gestures to songs, chants, or stories modelled by teachers.	L3.1 Follow two-step oral directions, one step at a time. L3.2 Draw pictures in response to oral instructions. L3.3 Respond nonverbally to confirm or deny facts (ex: thumbs up, thumbs down). L3.4 Act out songs and stories using gestures.	L4.1 Find pictures that match oral descriptions. L4.2 Follow oral directions and compare with visual or nonverbal models (ex: Draw a circle under the line). L4.3 Distinguish between what happens first and next in oral activities or readings. L4.4 Role play in response to stories read aloud.	L5.1 Order pictures of events according to sequential language. L5.2 Arrange objects or pictures according to descriptive oral discourse. L5.3 Identify pictures/realia associated with grade-level academic concepts from oral descriptions. L5.4 Make patterns from real objects or pictures based on detailed oral descriptions.
Speaking	S1.1 Identify people or objects in illustrated short stories. S1.2 Repeat words and simple phrases. Answer yes/no questions. S1.4 Name classroom and everyday objects.	S2.1 Retell some facts from illustrated short stories. S2.2 Describe pictures, classroom objects or familiar people using simple phrases. S2.3 Answer questions with one or two words (ex: "Where is Sonia?"). S2.4 Complete phrases in rhymes, songs and chants.	S3.1 Retell short narrative stories through pictures. S3.2 Repeat sentences from rhymes and patterned stories. S3.3 Make predictions (ex: "What will happen next?"). S3.4 Answer explicit questions from stories read aloud (ex: who, what or where).	S4.1 Retell narrative stories through pictures with emerging detail. S4.2 Sing repetitive songs and chants independently. S4.3 Compare attributes of real objects (ex: size, shape, colour). S4.4 Indicate spatial relations of real-life objects using phrases or short sentences.	S5.1 Tell original stories with emerging detail. S5.2 Create situations (ex: involving feelings). S5.3 Offer personal opinions. S5.4 Express likes, dislikes, or preferences with reasons.
Reading	R1.1 Match icons and symbols to corresponding pictures. R1.3 Identify name in print. R1.3 Find matching words or pictures. R1.4 Find labelled real-life classroom objects.	R2.1 Make examples of the same form of print. R2.2 Distinguish between some and different forms of print (ex: single letters and symbols). R2.3 Demonstrate concepts of print (ex: left to right movement, beginning/end, top/bottom of page). R2.4 Match labelled pictures to those in illustrated scenes.	R3.1 Use pictures to identify words. R3.2 Classify visuals according to labels or icons (ex: animals v. plants). R3.3 Demonstrate concepts of print (ex: title, author, illustrator). R3.4 Sort labelled pictures by attribute (ex: number, initial sound).	R4.1 Identify some high-frequency words in context. R4.2 Order a series of labelled pictures described orally to tell stories. R4.3 Match pictures to phrases/short sentences. R4.4 Classify labelled pictures by two attributes (ex: size and colour).	R5.1 Find school-related vocabulary items. R5.2 Differentiate between letters, words, and sentences. R5.3 String words together to make short sentences. R5.4 Indicate features of words, phrases or sentences that are the same and different.
Writing	W1.1 Draw pictures and scribble. W1.2 Circle underline pictures, symbols and numbers. W1.3 Trace figures and letters. W1.4 Make symbols, figures or letters from models and realia (ex: straws, clay).	W2.1 Connect oral language to print (ex: language experience). W2.2 Reproduce letters, symbols, and numbers from models in context. W2.3 Copy icons of familiar environmental print. W2.4 Draw objects from models and label with letters.	W3.1 Communicate using letters, symbols and numbers in context. W3.2 Make illustrated "notes" and cards with distinct letter combinations. W3.3 Make connections between speech and writing. W3.4 Reproduce familiar words from labelled models or illustrations.	W4.1 Produce symbols and strings of letters associated with pictures. W4.2 Draw pictures and use words to tell a story. W4.3 Label familiar people and objects from models. W4.4 Produce familiar words/phrases from environmental print and illustrated text.	W5.1 Create content-based representations through pictures and words. W5.2 Make "story books" with drawings and words. W5.3 Produce words/phrases independently. W5.4 Relate everyday experiences using phrases/short sentences.

Individual Language Plan

Type of support Required:		Pull out support	Yes	Push in support	Yes
Focus/s:	Listening	Yes	Speaking	Yes	Reading
				Yes	Writing
					Yes

Term 1

Focus	Specific	Measurable	Achievable	Relevant	Time-based	Outcome	Review Date
	<i>My target:</i>	<i>How I will show I have met my target:</i>	<i>How I can work towards my target and ways to support me:</i>	<i>What the outcome will be and where you will be able to see it:</i>	<i>I am to achieve this by:</i>	<i>WIDA Score</i>	
Listening	Follow oral descriptions and match or draw pictures. Follow oral directions. Distinguishes different sequences in reading like beginning, middle and ending. Respond non-verbally to stories read aloud/ questions asked	Can participate in discussions and comprehend oral language used to specific concepts taught in school. Can identify key information about concepts presented orally. Connect and order information based on oral description.	1. In-Class & Out-of-Class Support – Tailored assistance to reinforce language skills. 2. Integrated Grammar & Vocabulary – Explicit teaching using WAGOLLs and exemplars. 3. Purposeful Skill Development – Applying grammar and vocabulary in reading, writing, listening, and speaking. 4. Structured Phonics Instruction – Using RWI for foundational literacy. 5. Targeted Grammar Support – Utilizing BrainPOP for interactive learning. 6. Comprehension & Writing Tools – Incorporating WIdgit for accessibility. 7. ELL-Specific Resources – Worksheets, word banks, and sentence starters. 8. Visual & Structural Aids – Coloured Semantics and mind maps for clarity. 9. Scaffolding & Chunking – Breaking down content for better understanding. 10. Collaborative Learning – Peer pairing and Kagan Structures to enhance engagement.	The student would have moved from level 5 bridging level to level 6 reaching level on the WIDA scale .	Academic year-2024- 2025	6	March 2025
Speaking	Communicate using short phrases and sentences. Retell narrative stories. Reasoning while predicting events. Answer explicit questions – like when, where, what. Compare and describe attributes of objects.	Can compare stories, issues, and concepts. Can retell stories or concepts. Can describe and predict cause and effect. Can think and speak with logic and reasoning. Can summarize and paraphrase stories or information.		The student would have moved from level 5 bridging level to level 6 reaching level on the WIDA scale .	Academic year-2024- 2025	6	March 2025
Reading	Identify high frequency words. Order a story sequence as orally described. Match picture to phrases. Classify labelled pictures by attributes. Demonstrate identification of different print/ features of text such as title, author, date.	Can identify main ideas and details in a text. Identify steps in the written process and comprehend the language used. Recognize and connect evidence and examples in written sources		The student would have moved from level 5 bridging level to level 6 reaching level on the WIDA scale .	Academic year-2024- 2025	6	March 2025
Writing	Can draw illustrations and write short sentences or phrases about topic. Label familiar people and objects. Identify and reproduce familiar words from text.	Write short stories/ narratives with specific details. Create descriptions about familiar topics. Write opinions with reasoning in a few sentences		The student would have moved from level 5 bridging level to level 6 reaching level on the WIDA scale .	Academic year-2024- 2025	6	March 2025

Summary

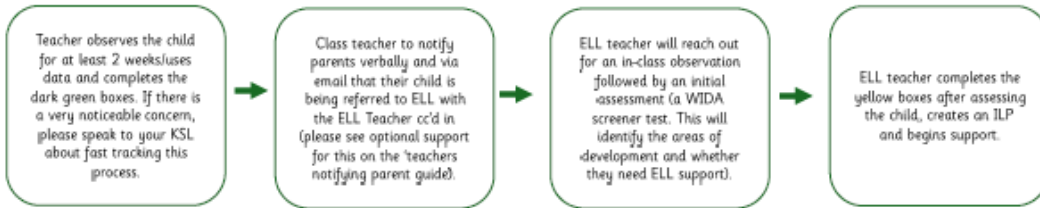
Progress Summary	STUDENT NAME has been receiving ELL support from the beginning of the Academic Year. She is currently working at an independent level. She will continue to receive ELL support for next term.
Continued Provision Recommendation	Will still be in the ELL registry. Will be provided ELL class support and intervention. Will have an ILP to monitor progress

Appendix 2: Referral process and form



AGS Student ELL Assessment Referral Form

Please complete the form and email it to the respective ELL Teacher. You need to complete all the green boxes with as much information as possible and follow the below process...



Student Name								
Class								
Class Teacher								
English Teacher								
Nationality of the Pupil								
Languages spoken at home								
NGRT/NGST (SAS)	NGRT	A	B	C	NGST	A	B	C
CAT 4 (SAS)		MEAN		VERBAL		NON-VERBAL		
Date pupil joined school								
Referral Date								
Parents have been notified		Yes	No					
Preferred Lesson/time for an in-class observation								
WIDA Overall Result								
ELL Start Date					ELL End Date			

Please be reminded that the ELL support is reserved for children who have very little communicative competence. The primary purpose of the programme is to develop the pupils' speaking and listening skills first before moving onto reading and writing.

Appendix 3:

WIDA Can Do Descriptor Sample

** there is no ceiling for level 6

		EAL-B Test Score: 0.0 2.9		EAL-A Test Score: 3.0 4.9		EAL-I Test Score: 5.0	
		Level 1 Emerging	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LEVEL 6 REACHING	Listening	L1.1 Match oral language to classroom and everyday objects. L1.2 Point to stated pictures in context. L1.3 Respond non-verbally to oral commands or statements (ex: through physical movement). L1.4 Find familiar people and places named orally.	L2.1 Sort pictures or objects according to oral instructions. L2.2 Match pictures, objects or movements to oral descriptions. L2.3 Follow one-step oral directions (ex: "stand up"; "sit down"). L2.4 Identify simple patterns described orally. L2.5 Respond with gestures to songs, chants, or stories modelled by teachers.	L3.1 Follow two-step oral directions, one step at a time. L3.2 Draw pictures in response to oral instructions. L3.3 Respond non-verbally to confirm or deny facts (ex: thumbs up, thumbs down). L3.4 Act out songs and stories using gestures.	L4.1 Find pictures that match oral descriptions. L4.2 Follow oral directions and compare with visual or nonverbal models (ex: Draw a circle under the line). L4.3 Distinguish between what happens first and next in oral activities or readings. L4.4 Role play in response to stories read aloud.	L5.1 Order pictures of events according to sequential language. L5.2 Arrange objects or pictures according to descriptive oral discourse. L5.3 Identify pictures/realia associated with grade-level academic concepts from oral descriptions. L5.4 Make patterns from real objects or pictures based on detailed oral descriptions.	
	Speaking	S1.1 Identify people or objects in illustrated short stories. S1.2 Repeat words and simple phrases. Answer yes/no questions. S1.4 Name classroom and everyday objects.	S2.1 Restate some facts from illustrated short stories. S2.2 Describe pictures, classroom objects or familiar people using simple phrases. S2.3 Answer questions with one or two words (ex: "Where is Sonia?"). S2.4 Complete phrases in rhymes, songs and chants.	S3.1 Retell short narrative stories through pictures. S3.2 Repeat sentences from rhymes and patterned stories. S3.3 Make predictions (ex: "What will happen next?"). S3.4 Answer Explicit questions from stories read aloud (ex: who, what or where).	S4.1 Retell narrative stories through pictures with emerging detail. S4.2 Sing repetitive songs and chants independently. S4.3 Compare attributes of real objects (ex: size, shape, colour). S4.4 Indicate spatial relations of real-life objects using phrases or short sentences.	S5.1 Tell original stories with emerging detail. S5.2 Explain situations (ex: involving feelings). S5.3 Offer personal opinions. S5.4 Express likes, dislikes, or preferences with reasons.	
	Reading	R1.1 Match icons and symbols to corresponding pictures. R1.2 Identify name in print. R1.3 Find matching words or pictures. R1.4 Find labelled real-life classroom objects.	R2.1 Make examples of the same form of print. R2.2 Distinguish between same and different forms of print (ex: single letters and symbols). R2.3 Demonstrate concepts of print (ex: left to right movement, beginning/end, top/bottom of page). R2.4 Match labelled pictures to those in illustrated scenes.	R3.1 Use pictures to identify words. R3.2 Classify visuals according to labels or icons (ex: animals v. plants). R3.3 Demonstrate concepts of print (ex: title, author, illustrator). R3.4 Sort labelled pictures by attribute (ex: number, initial sound).	R4.1 Identify some high-frequency words in context. R4.2 Order a series of labelled pictures described orally to tell stories. R4.3 Match pictures to phrases/short sentences. R4.4 Classify labelled pictures by two attributes (ex: size and colour).	R5.1 Find school-related vocabulary items. R5.2 Differentiate between letters, words, and sentences. R5.3 String words together to make short sentences. R5.4 Indicate features of words, phrases or sentences that are the same and different.	
	Writing	W1.1 Draw pictures and scribble. W1.2 Circle underline pictures, symbols and numbers. W1.3 Trace figures and letters. W1.4 Make symbols, figures or letters from models and realia (ex: straws, clay).	W2.1 Connect oral language to print (ex: language experience). W2.2 Reproduce letters, symbols, and numbers from models in context. W2.3 Copy icons of familiar environmental print. W2.4 Draw objects from models and label with letters.	W3.1 Communicate using letters, symbols and numbers in context. W3.2 Make illustrated "notes" and cards with distinct letter combinations. W3.3 Make connections between speech and writing. W3.4 Reproduce familiar words from labelled models or illustrations.	W4.1 Produce symbols and strings of letters associated with pictures. W4.2 Draw pictures and use words to tell a story. W4.3 Label familiar people and objects from models. W4.4 Produce familiar words/phrases from environmental print and illustrated text.	W5.1 Create content-based representations through pictures and words. W5.2 Make "story books" with drawings and words. W5.3 Produce words/phrases independently. W5.4 Relate everyday experiences using phrases/short sentences.	

[Arcadia-WIDA Can Do Descriptors Folder Link](#)